



California Department of Education

California School Recognition Program

2005 Distinguished High School Application Instructions

What's Included: Instructions for Completing the Application
Application Components:

- Cover Page
- Section I
- Section II
- Section III



Available online at
<http://www.cde.ca.gov/ta/sr/cs/>

Due Dates: *Intention to Submit Application* – Friday, November 12, 2004
Application Postmarked by – Friday, December 10, 2004

Mail to: Karen Heiner, Awards Unit
California School Recognition Program
California Department of Education
1430 N Street, Suite 4206
Sacramento, CA 95814



Applications
will not be accepted
by e-mail or by fax.

--- OR ---

Deliver to: Security Desk, Lobby
7:00 a.m. to 5:30 p.m.
California Department of Education
1430 N Street
Sacramento, CA 95814

Web site: <http://www.cde.ca.gov/ta/sr/cs/>

Questions: Awards Unit
916-319-0866



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Intention to Submit Application

The *Intention to Submit Application* notification from schools will enable the California Department of Education (CDE) to validate eligibility, marshal program resources based upon the anticipated number of applications, and screen potential competitors for unresolved legal compliance issues or discrimination complaints. Decisions regarding the eligibility of schools with unresolved compliance or complaint issues will be made by CDE on a case-by-case basis.

The *Intention to Submit Application* is an online submission that is due Friday, November 12, 2004. To access this form, please visit the California School Recognition Program (CSRP) Web site at <http://www.cde.ca.gov/ta/sr/cs/>. You may request a *Confirmation of Receipt* to be printed when your submission is complete.

Application Formatting

Downloadable Application

For your convenience, an *Application Fill-In Form* is available on the CSRP Web site. The fill-in form must be downloaded and saved to a directory or desktop before data entry begins. Section I of the form is locked so that the question content, type, size, and spacing may not be altered. The form contains text and numeric fields that appear as small gray boxes for data entry. If you are not able to access the *Application Fill-In Form* at <http://www.cde.ca.gov/ta/sr/cs/>, please contact the Awards Unit at (916) 319-0866.

Paper, Spacing, and Fonts

All responses must be printed on standard 8½" by 11" white paper, single spaced, with ¾" margins on right, left, top, and bottom. Use single spacing between lines. All narrative responses in Section II and Section III must be in Times New Roman 12 font. Do not use compressed type. However, the key concepts at the beginning of each theme may be reduced to Times New Roman 8 font. Any deviation from the application format will result in the application being returned.

Space Limitations

Space limitations for the narrative responses will be strictly enforced. In Section II - School Synopsis, your school's strengths and accomplishments must be summarized into one page. The primary narrative responses to Section III - School Programs and Processes may not exceed fifteen (15) pages. If space is left on a page after completing your response to one theme, use that space for your response to another theme.

It is acceptable and common to include color graphics, photos, etc., in the narrative. However, if a school adds pages or other attachments beyond those allowed in the application instructions, the additional pages and/or attachments will be removed before the application is evaluated.

Application Instructions

Sequence and Pagination

Assemble the application as follows:

Cover page	p. 1
Section I:	
Collaborative Preparation of the Application	pp. 2, 2a
Background and Demographic Data	pp. 3, 4, 4a, 5, 6, 6a, 6b, 7
Directions to Your School	p. 8
Section II:	
School Synopsis	p. 9 (maximum of one page)
Section III:	
School Programs and Processes - Themes 1-7	pp. 10-24 (maximum of 15 pages)

Submitting the Application

Copies

Each school is required to provide eight (8) copies of the entire 2005 Distinguished High School Application (an original printed single-sided and an additional seven copies printed back-to-back). The original and copies must be stapled in the upper left-hand corner and submitted without decorative covers or bindings.

Application Deadline

The 2005 Distinguished High School Application must be postmarked no later than Friday, December 10, 2004. The application will not be accepted by e-mail or by fax.

Mailing or Delivering the Application

We recommend that you send the application package by registered mail, overnight express service, or another method that allows the package to be tracked in the event it goes astray during mailing. The mailing address is listed below:

Karen Heiner, Awards Unit
California School Recognition Program
California Department of Education
1430 N Street, Suite 4206
Sacramento, CA 95814

For schools that prefer to hand carry their applications to the CDE, the security desk on the first floor of the Education Building is accessible between the hours of 7:00 a.m. and 5:30 p.m. A special drop-off bin will be designated for applications the week of December 6th. Driving directions and suggestions for parking will be posted on the CSRP Web site at <http://www.cde.ca.gov/ta/sr/cs/>.

Screening of Applications

Applications will be screened for completeness by CSRP staff. If covers, attachments, or additional pages of narrative are submitted beyond those specified, the additional pages and/or attachments will be removed before the evaluators read the application.

The CSRP office will not confirm the receipt of your application. However, we will contact you if additional information is needed or if the format is unacceptable. It is extremely important for you to designate a winter break (alternate) contact person and corresponding phone number (different from the school phone number) on the application cover page. As necessary, CDE will resolve problems with applications during winter break and the designated contact person will need to be reachable during this time.

Cover Page

The cover page of the application is primarily designated for current school contact information. The 14-digit county-district-school (CDS) code is the official code by which your school is referenced in all state databases and may be found in the *California Public School Directory*. When you include your school name, list your school as it would be announced to the news media and engraved on your award plaque if your school is selected as a California Distinguished School.

Note that the cover page for the application requires the signatures of the principal and the district superintendent (or an authorized designee). The people signing the document certify that they have reviewed the content of the application and certify that it is complete and accurate.

Section I

Collaborative Preparation of the Application

Information about the development of the school narrative and who participated is required on page 2 of the application and is considered in scoring the application. Principals are expected to invite a team of individuals who represent the entire school community—administrators, teachers, other school staff, students, families, business partners, and community representatives—to participate in the preparation of the application.

If your school is selected as a statewide nominee, you should be prepared to invite a representative sample of the people listed on this page to be interviewed by the site visit review team in order to validate the application.

Background and Demographic Data

This section of the application is designed to provide the evaluator with accurate, up-to-date information about your school and the community it serves. The background and demographic data include geographic location (urban, rural, etc.); master schedule; numbers of classrooms, administrators, teachers, and students; the ethnic composition of your student population and languages spoken; students identified for special education services; student discipline data; and school facilities.

Note that the application directs you to provide information from your most recent California Basic Educational Data System (CBEDS) submission, unless there have been significant changes in your student population since it was last reported. In many instances, the scoring rubric specifically refers the application evaluators to this demographic data. This information will provide the application evaluator with a comprehensive context in which to score the narrative description of your school's learning environment and educational programs. A school will not be "penalized" if there are no (or very few) English learners or other special needs students present. Clearly describe your situation for the evaluator so there are no misunderstandings.

Directions to Your School

The application requests that you provide travel directions to your school to be used by the site visit review team members if your school is selected as a statewide nominee. The site visit team will be scheduled by your county office of education and will typically include a combination of county office staff and educators from counties or school districts other than your own.

Section II

School Synopsis

Provide a brief, colorful description of your school that will highlight the main topics in Section III - School Programs and Processes. Summarize your school's strengths and accomplishments, focusing on what makes your school a unique and successful place. Omit testimonials about how much your school deserves the award. The evaluators will not rate this summary, but it will provide them with important background information for understanding your school.

Use the space available for this section wisely, as you would for a news release. Limit your summary to one page and number it page "9." Include the school name centered above your summary as well as the principal's name and telephone number in the upper right-hand corner of the page. Please be sure that there are no typographical mistakes or grammatical errors. If your school is selected for honors, your School Synopsis will be made available to the news media upon request.

Section III

School Programs and Processes Themes

The overall framework of selection criteria for the California School Recognition Program is contained in the scoring rubric. The criteria are organized into the following seven themes:

- | | |
|--|--|
| 1. <i>Vision, Leadership, and Standards</i> | 5. <i>Curricular Paths and Academic Guidance</i> |
| 2. <i>Student Assessment</i> | 6. <i>Student Support Services</i> |
| 3. <i>Curriculum and Instructional Practices</i> | 7. <i>School Culture and Engaging the School Community</i> |
| 4. <i>Professional Development</i> | |

Quality Statements

Each page of the scoring rubric presents quality statements that will be used by the evaluators to score the responses for each theme. The quality statements for each theme appear vertically in each column of the scoring rubric. It is critical that as each theme of the application is being addressed, the corresponding quality statements be reviewed carefully.

One reason for low scoring applications is that narrative responses are solely based upon the discussion questions. High scoring applications reflect comprehensive responses based solely upon the quality statements.

Key Concepts

The content of each theme is summarized into key concepts. The key concepts reflect a summary of the critical elements that are addressed in the quality statements for each of the seven themes. While these concepts are not comprehensive, they can serve as a useful tool for you in organizing your responses.

Discussion Questions and Examples

Application discussion questions have been provided to assist you and your school community in developing your narrative response to each of the seven themes of the scoring rubric. The questions consistently prompt writing teams to use school-specific examples and other evidence to support their response. These questions can be found in the Appendix. While these discussion questions closely follow the quality statements for each theme of the scoring rubric, they should only be used as a tool to prompt reflection, research, discussion, and consensus among your writing team. Remember, the focus of your narrative responses must be based upon a thorough discussion of the quality statements in the scoring rubric.

The examples (see Appendix) demonstrate evidence or resources you can incorporate into your responses to provide evaluators with as vivid a picture of your school as possible. Such evidence may include, but is not limited to: statistics and other quantitative data; examples of how a program or activity operates; who does what; who was affected; and anecdotes, quotes, citations, etc.

Attributes of a Strong Response

Section III of the application should accurately describe your school and the community it serves and reflect the school demographics in Section I. All of this information will be subject to validation during a site visit if your school is selected as a statewide nominee.

In order to receive a high score, it is important to make sure that the quality statements for each of the seven themes of the scoring rubric are addressed. For each theme, specific examples and evidence should be included to support your responses. That is, provide a vivid, illustrative example or description for the evaluator in order to communicate a “picture” of what happens at your school, how and why, who is involved, etc. Avoid generalized statements such as “we do that.” Restating the language in the rubric or including generalized statements will result in a rating of “two” on the four-point rubric.

Keep in mind that quantitative data always strengthen responses—“Last school year, our volunteer logs documented that over 60,000 hours were volunteered by families and community members. Volunteer activities included x, y, and z” presents far more information than “There is a high level of parent involvement.”

Cross-Referencing

The school's writing team will decide how much space to allocate for each of the seven themes within the overall limitation of 15 pages for Section III of the application. In order to make maximum use of limited space, do not repeat the same information for different themes. Because many of the areas of discussion are related and impact each other, we recommend that you cross-reference to conserve space and avoid repetition. However, you should address the theme clearly before referring to additional information in related themes and specify the location of related evidence for the evaluator. Evaluators prefer to spend a minimum amount of time “searching” through an application for evidence not directly contained in a response or reference.

Editing

A competitive application process, by nature, gives preference to a clear and concise writing style. It is strongly recommended that one person with superior writing skills edit the application, with input from representative groups within the school community. There must be schoolwide input, written by a collaborative group, but the final application should speak to the evaluator with a “single voice.” The quality of the written presentation influences the evaluators' assessments. Therefore, it is important to designate a competent editor to assist with the final document.

The principal of each school is responsible for ensuring the accuracy and completeness of the final document. The principal should personally ensure that: 1) each of the seven themes of the scoring rubric have been fully and accurately addressed; 2) formatting of the application complies with the technical specifications; 3) photocopying has not resulted in missing or non-sequential pages; and 4) shipment of all eight copies occurs according to the application deadline.

Appendix

Discussion Questions and Examples

Theme 1 - Standards, Assessment, and Accountability: Vision, Leadership, and Standards

Discussion Questions:

- How does your school community collaborate to reach a common vision of what students should know and be able to do upon graduation?
- How are teachers, paraprofessionals, parents, community members and others involved in this process?
- How does the school leadership promote the school vision and exhibit a continuing commitment to excellence for all students?
- How is the vision communicated and shared?
- Are California's model curriculum standards in place?
- How does the school community evaluate and student assessment data to revise the school's yearly plan for continuing reform and renewal?
- How does the school plan focus on the achievement of grade level or course standards and is it aligned with the Local Education Agency Plan?
- In addition to the School Accountability Report Card (SARC), how are the results of student assessment data communicated to the community and to parents, including those not fluent in English?

Examples:

Statewide measures include:

- Adequate Yearly Progress (AYP) report
- Academic Performance Index (API)
- *Standardized Testing and Reporting (STAR) system: (California Standards Tests and California Achievement Test, Sixth Edition)*
- *California High School Exit Examination (CAHSEE)*
- *California English Language Development Test (CELDT)*
- *FitnessGram*
- School Accountability Report Card (SARC)
- Western Association of Schools and Colleges (WASC) most recent report
- ACT, SAT, and Advanced Placement examination results
- Data from standards-based benchmark assessments for district-defined priorities

Appendix *(continued)*

Theme 2 - Standards, Assessment, and Accountability: Student Assessment

Discussion Questions:

- How does the school use state, district, school, and classroom student assessment information throughout the school year to improve student achievement of proficiency in the California model curriculum standards?
- How does the school monitor, report, and recognize students' progress toward meeting standards, both schoolwide as well as for individual students?
- How do teachers use assessment information, including standards-aligned curriculum-embedded assessments, to plan, modify, and strategically target curriculum and instruction, including homework, to students' needs?
- What examples in English-language arts (ELA) and mathematics illustrate how student achievement data were used to implement specific changes in the school's curriculum, instructional practices, and classroom assessment strategies that contributed to improved student achievement?
- How does the school staff ensure that students know what is expected to produce proficient or advanced work?
- What examples illustrate how students regularly evaluate their own work, reflect on their own progress, and identify their strengths and weaknesses?
- How are school staff involved in interpreting and reporting student assessment results and progress toward achieving standards to parents and the community (including those not proficient in English)?
- How does the school use long-term follow-up data on graduates to improve student preparation for postsecondary education and careers?

Examples:

Assessment methods may include, but should not be limited to:

- Writing samples
- Teacher and student evaluation of student work (rubrics, project scoring guides, portfolios, grades)
- District-developed assessments, criterion-referenced assessments, standards-aligned curriculum-embedded assessments, assessments linked to instructional materials
- Publishers' standardized norm-referenced tests

Appendix (continued)

Theme 3 - Academic Excellence: Curriculum and Instructional Practices

Note: This section will be weighted double in the scoring process.

Discussion Questions:

- What are the course requirements for graduation?
- How does the school make sure it provides every student with a comprehensive core curriculum and instruction that is aligned to California model curriculum standards?
- How is curriculum aligned to local and state standards?
- What are examples that illustrate the use of standards-aligned instructional materials and standards-based strategies, especially in ELA and math?
- How are all students provided with a variety of challenging learning experiences that are age appropriate, reflect application of skills and concepts, are personalized for learning styles, and lead to success on the CAHSEE and STAR? What examples illustrate this in ELA and math?
- How does the school make sure the comprehensive core curriculum and instruction is articulated across departments/disciplines at all grade levels and with feeder middle schools and postsecondary institutions?
- How is homework used to support and extend classroom learning?
- How does the school provide access to intellectually challenging career technical education (CTE), with a major emphasis on using high-level ELA, math, science, and problem-solving skills?
- How are service-learning strategies and internships incorporated to enhance the curriculum with real-world experiences and provide connections to the community?
- How does the school ensure that all incoming ninth grade students are placed in approved courses and succeed during their first year?
- Is the senior year an academically rigorous and relevant year for all twelfth grade students?
- How does the master schedule serve all students?
- How is the school community involved in the selection of aligned, standards-based instructional materials, and are all students provided with those materials?
- How do library media resources and services and technology support standards-based classroom instruction and contribute to improved student achievement? Supporting evidence for library media resources and technology include print/media circulation, the number/types of technology tools, frequency of usage, population of users, use of the Internet, etc.
- What is the school's plan for technology use at the school site and the ongoing process of integrating technology into the total school program? What is the extent of an electronic networking infrastructure throughout the site and beyond?
- How does high quality technology support student instruction and the cultivation of technology literacy?

Appendix (continued)

Theme 4 - Academic Excellence: Professional Development

Discussion Questions:

- Does school have long-range, comprehensive plan for professional development? Are teachers and administrators fully included in plan?
- How does professional development prepare all teachers, administrators, and other staff to help students achieve local and state standards through effective standards-based lessons in all curricular areas, particularly in ELA and math?
- How does the school coordinate a variety of funding sources to provide training?
- How does professional development enhance the understanding of student developmental needs?
- How are professional development programs selected and evaluated?
- How does the school incorporate scientifically based research into professional development activities to improve student academic achievement?
- How are staff development and professional collaboration aligned with standards-based instructional materials?
- How is staff professionalism supported and what opportunities are available for staff to collaborate, broaden their knowledge, and participate in decision making?
- How are the California Standards for the Teaching Profession used to design professional development?
- What professional development is provided for other school personnel?
- How are teachers honored and appreciated?
- How are new teachers selected, supported, and monitored?
- What opportunities are available for teachers to articulate with teachers from other grade levels, subjects, and middle school?

Examples:

Professional development activities should reflect awareness of:

- *Aiming High*
- *Designs for Learning*
- The California Standards for the Quality and Effectiveness of Beginning Teacher Support and Assessment Programs

Discussion may also include, but is not limited to:

- AB 466 and AB 75 training
- Leadership academies
- Subject matter projects
- Networks and consortia
- Professional organizations
- The Bilingual Teacher Training Program
- Teacher education institutes

Appendix *(continued)*

Theme 5 - Support for Student Learning: Curricular Paths and Academic Guidance

Discussion Questions:

- How does your school provide comprehensive guidance and counseling support for all students?
- How does the school prepare students upon graduation for postsecondary education, to focus on career technical education, or to enter the workforce directly?
- What resources and opportunities are available for students to prepare their personal learning plans in order to accomplish their post-high school goals, and how changes in students' academic goals are accommodated?
- How are families involved and supported in helping their students make informed decisions about academic options?
- What programs support students from groups traditionally underrepresented in colleges and universities? Programs may include Advancement Via Individual Determination (AVID), the College Readiness Program (CRP), etc.

Appendix *(continued)*

Theme 6 - Support for Student Learning: Student Support Services

Discussion Questions:

- How does the school assess and identify students with special needs or who may be at-risk? How does the school take responsibility?
- What programs and strategies do you use to ensure access to and success in the regular curriculum for these students?
- How does the school staff assist students with disabilities to achieve their individualized education plan (IEP) goals, to progress in the regular curriculum, and to be educated with nondisabled students?
- What programs and strategies are used by the school to facilitate the acquisition of both content instruction and English by English learners (ELs), including English language development (ELD)?
- How are extended learning activities used to support students at risk and with special needs?
- How does your school's learning support system provide comprehensive student support services for all students?
- How does the school ensure a safe and secure learning environment and support student health, including programs and partnerships that promote healthy student behaviors and keep the school free from drugs, alcohol, tobacco, crime, and violence?
- How are appropriate student behavior promoted?
- How does the coordination of services support the physical, mental, and social/emotional health of students?

Examples:

Students at risk and with special needs include, but are not limited to:

- Gifted and talented students
- English learners
- Students from culturally and ethnically diverse families
- Transient students
- Students not achieving their identified learning potential
- Students with attendance problems, discipline problems, family-related issues, health-related issues, and nutrition-related issues
- Students with mobility/transfer issues
- Students receiving special education services

Appendix *(continued)*

Theme 7 - Support for Student Learning: School Culture and Engaging the School Community

Discussion Questions:

- How does the culture of the school support student success in achieving standards?
- How does the school prepare students to be lifelong learners?
- How does the school support all students' social, emotional, and physical growth and development?
- How does the culture of the school promote positive character traits and good citizenship and support non-violent conflict resolution?
- What strategies are used to ensure that students feel a sense of connection to the school?
- How does the school engage families and the community in two-way communication to support student learning and become collaborative partners in the education of their children?
- What opportunities do students have to provide service to their communities and to engage in service-learning experiences?
- How do partnerships with the school support and expand student learning, strengthen the curriculum, and provide opportunities for students to learn about careers and understand the connection between school and careers?
- How does the school's physical environment provide an exemplary learning environment?
- How do district and community resources support a school campus and facilities that are clean and in good repair?

Examples:

Community partnerships may include, but are not limited to:

- Other high and middle schools
- Colleges, universities, and other postsecondary institutions
- Networks, for example: CA Technology Project (CTAP), CA Learning Resources Network (CLRN), CA Statewide Agreements for Resources in Technology (C-SMART), Technology Information Center for Administrative Leadership (TICAL), etc.
- County offices of education
- Community agencies
- Law enforcement
- Service and fraternal organizations
- Associations and clubs
- Businesses and industries
- Labor
- Government agencies
- Faith-based organizations
- Other entities unique to the area



California Department of Education

California School Recognition Program

2005 Distinguished High School Application

CDS Code

County Name

District Name

School Name *(If your school is selected for honors, this school name will be engraved on the award plaque.)*

Mailing Address

City & Zip Code

Area Code & Phone Number Ext.

Area Code & Fax Number

Principal's E-mail Address

Winter Break (Alternate) Contact Name

Area Code & Phone Number Ext.



I certify that I have reviewed the information contained in this application and, to the best of my knowledge, it is complete and accurate. I further certify that the Office of Civil Rights (OCR) does not have any outstanding findings of civil rights statute violations by the school or district that may affect the school and that there are no pending lawsuits by the Department of Justice against the district alleging that the school, or the district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clauses.

Principal's Name *(please print)*

Principal's Signature

Date

District Superintendent's Name *(please print)*

District Superintendent's Signature
(or authorized designee)

Date

Section I – Collaborative Preparation of the Application

Representatives of all relevant stakeholder groups (including administrators, teachers, other school staff, students, families, business partners, and community representatives) should be involved in the preparation of the application. Include the individuals, and their titles, who were involved in the preparation of the application, listing the primary author/editor first. If necessary, add an additional page and label your attachment as “2a.”

[illegible]

If your school is selected to receive a site visit, the review team will expect some of these school and community members to participate in site visit interviews and to be familiar with the contents of the application.

Section I – Background and Demographic Data

District Information

1. Total number of students (K-12) enrolled in the district: _____

2. Number of schools in the district:

Elementary _____ Middle _____ High _____ Other _____ Total _____

School Information

1. Which category best describes the community where your school is located?

- ☐ Urban or large central city ☐ Suburban with characteristics typical of an urban school
☐ Suburban ☐ Small city or town in a rural area ☐ Rural

2. When was your school built? _____

Date(s) of any major renovation or improvements: _____

Briefly describe the nature of the renovation/improvement(s) if applicable.

3. What is your school calendar?

☐ Traditional

☐ Year-round

4. Is your school a charter school?

☐ Yes

☐ No

5. Is your school a magnet school?

☐ Yes

☐ No

If yes, indicate the percent of your school's student population coming from outside the school's traditional attendance area. _____%

Briefly describe the nature of your school's student population.

Section I – Background and Demographic Data

6. Attach your school's master schedule that includes teachers, courses, and planning/prep periods. Your master schedule must not exceed five (5) pages. Label your attachment as page "4a."

7. Number of classrooms:

Regular _____	English learners _____
Science lab _____	Special Day Class _____
Computer lab _____	Resource Specialist Program _____
Art, drama, or music _____	Other (specify) _____
Agriculture, home economics, industrial technology, other CTE _____	Total classrooms _____

8. Number of years present administrative leadership staff have been at your school:

Principal _____ Assistant/Vice Principals _____ Other _____

9. Number of full-time, part-time and CTE staff members in each of the categories below:

	----- All Staff ----- <u>Full-time</u>	<u>Part-time</u>	<u>CTE Staff</u>
Administrators	_____	_____	_____
Classroom teachers (Credentialed)	_____	_____	_____
Classroom teachers (Emergency Credential)	_____	_____	_____
Resource teacher/specialists (Credentialed)	_____	_____	_____
Resource teacher/specialists (Emergency Credential)	_____	_____	_____
Counselors	_____	_____	_____
Credentialed librarians	_____	_____	_____
Nurses	_____	_____	_____
Psychologists	_____	_____	_____
Technology/media specialists or technicians	_____	_____	_____
Paraprofessionals (classroom aides, health care employees, etc.)	_____	_____	_____
Support staff (security, maintenance, cooks, and other classified employees)	_____	_____	_____
Other (specify) _____	_____	_____	_____
Total staff	_____	_____	_____

Section I – Background and Demographic Data

10. Previous California Distinguished School: ☐ Yes ☐ No Year(s): _____

Previous National Blue Ribbon School: ☐ Yes ☐ No Year(s): _____

11. Describe any research projects, grant awards, articles, and special awards of which your school has been the subject or recipient in the last five years.

2005 Cycle

Section I – Background and Demographic Data

Student Information

1. Number of students currently enrolled at each grade level or its equivalent in your school:

7th _____ 8th _____ 9th _____
10th _____ 11th _____ 12th _____ Total _____

2. Percent of students by racial/ethnic group as reported on the most recent CBEDS:

American Indian or Alaska Native	_____ %	Hispanic or Latino	_____ %
Asian	_____ %	African American	_____ %
Pacific Islander	_____ %	White (not Hispanic)	_____ %
Filipino	_____ %	Multiple or no response	_____ %
		Total	<u>100.0</u> %

3. Languages spoken and number of English learners (EL) and redesignated fluent-English-proficient (R-FEP) students for each language as reported on the most recent Form R-30LC (Language Census):

<u>Primary Language</u>	<u>Total Number of Students</u>	<u>Number of EL Students</u>	<u>Number of R-FEP Students</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

If necessary, attach an additional page and label your attachment as page “6a.”

4. Students identified for special education services: _____ %
_____ Number served

If there are special education students (with IEPs) who attend your school from other areas within the district or county, if your special education students are served at another site, or if there are any other special circumstances, please provide a brief explanation. Attach an additional page and label your attachment as page “6b.” Include reference to this issue in your response to Theme 6 - Support for Student Learning: Student Support Services.

Section I – Background and Demographic Data

5. How many students who would otherwise be served by your high school are enrolled in some type of alternative public school setting?

<u>Alternative Public School Setting</u>	<u>Number of Students</u>
Continuation High School	_____
Independent Study Program	_____
Pregnant/Parenting Teens Program	_____
Other (Specify): _____	_____
Other (Specify): _____	_____
Total number of students	_____

- ☐ Check here if all students served within your attendance area are based on the regular campus.

6. Absentee rate reported for your school for the 2003-04 school year: _____ %
Provide a brief description of how your school's absentee rate is calculated.

7. Number of students suspended and expelled for the 2003-04 school year:

	<u>In-School</u>	<u>Out-of-School</u>	<u>Total</u>
Number of students suspended	_____	_____	_____
Number of students expelled	_____	_____	_____

Provide a brief description of how your school's suspension/expulsion policies provide interventions for students to improve and succeed. Include reference to this information in your response to Theme 6 - Support for Student Learning: Student Support Services.

Section I – Directions to Your School

If your school is selected to receive a site visit, the review team members will need directions to your school.

County

District

School

Street Address

City & Zip Code

Principal

Area Code & Phone Number

Ext.

Name and Location of the Nearest Airport

Major Freeway Access

Detailed travel directions indicating the surface streets that lead to your school:

Section II – School Synopsis

< Principal's Name Here >

< Phone Number Here >

< School Name Here >

Instructions: Provide a brief, colorful description of your school that will highlight the main topics in Section III - School Programs and Processes. Summarize your school's strengths and accomplishments, focusing on what makes your school a unique and successful place. Omit testimonials about how much your school deserves the award. The evaluators will not rate this summary, but it will provide them with important background information for understanding your school.

< Please delete the instructions above to allow more space for your response. >

< Text Here – Times New Roman 12 >

2005 Cycle

Section III – School Programs and Processes

Instructions: Your responses to the following themes should accurately describe your school and the community it serves and reflect the school demographics described in Section I. The text of the key concepts must be included at the beginning of the narrative response for each theme. The font size for the key concepts may be reduced to 8. Please refer to the *Instructions for Completing the Application* for further specifications.

< Delete the instructions above to allow more space for your responses. >

Theme 1 - Standards, Assessment, and Accountability: Vision, Leadership, and Standards

Key Concepts: * school community collaboration using California content standards to reach a common vision of what students should know upon graduation * involvement of teachers, paraprofessionals, families, community members and others in this process * current research on effective learning * school leadership promotes school vision and exhibits a continuing commitment to excellence for all students * school and district implementation of California academic content standards * school community evaluation of student assessment data to revise the school's yearly plan for continuing reform and renewal * Single School Plan (SSP) aligned with the Local Education Agency Plan (LEAP) * School Accountability Report Card (SARC) readily available on Web site * an array of strategies to communicate student assessment results to the community and to families

Theme 2 - Standards, Assessment, and Accountability: Student Assessment

Key Concepts: * classroom, grade level, school, district, and state student assessments linked into a local California content standards-aligned system to improve student achievement * school monitors, reports, and recognizes students' progress toward meeting standards * student achievement data used to implement specific changes in the school's curriculum, instructional practices, and classroom assessment strategies * students know what is expected to produce proficient or advanced work * students regularly evaluate their own work * report cards are aligned to California content standards * school staff involved in reporting student assessment results and progress toward achieving California content standards to families and the community * long-term follow-up data on graduates used to improve student preparation for postsecondary education and careers

Theme 3 - Academic Excellence: Curriculum and Instructional Practices

Key Concepts: * course requirements for graduation * comprehensive, standards-aligned core curriculum and instruction for every student * comprehensive core curriculum and instruction that is articulated across departments/disciplines at all grade levels and with feeder middle schools and postsecondary institutions * examples in English-language arts (ELA) and math illustrate the use of standards-aligned instructional materials and standards-based strategies * access to intellectually challenging career technical education (CTE), with a major emphasis on using high-level ELA, math, science, and problem-solving skills * service-learning strategies and internships are incorporated to enhance the curriculum with real-world experiences and provide connections to the community * all students that are provided with a variety of challenging learning experiences that are age appropriate, reflect application of skills and concepts, are personalized for learning styles, and lead to success on the CAHSEE and STAR * teachers work together to assess student work and plan and modify curriculum and instruction, including homework * all incoming ninth grade students are placed in appropriate courses, based on assessment data and student, teacher, and parental concurrence * the senior year is an academically rigorous and relevant year for all twelfth grade students * master schedule serves all students * standards-based instructional materials provided to all students * high-quality library media program supports standards-based classroom instruction and contributes to improved student achievement * plan for technology use at the school site and the ongoing process of integrating technology into the total school program * technology used to enhance learning of all students * electronic networking infrastructure throughout the site and beyond

Theme 4 - Academic Excellence: Professional Development

Key Concepts: * professional development that prepares all teachers, administrators, and other staff to help students achieve local and state standards * professional development plan evaluated on student progress in meeting standards * professional development incorporates the *California Standards for the Teaching Profession* (CSTP) * a variety of funding sources to provide training * professional development that enhances the understanding of student developmental needs * scientifically based research incorporated into professional development activities to improve student academic achievement * staff development and professional collaboration aligned with standards-based instructional materials * opportunities for staff to collaborate, broaden their knowledge, and participate in decision-making * professional development for all school personnel * process for selecting and supporting new teachers * opportunities for teachers to articulate with teachers from other grade levels, subjects, and middle school and higher education

Theme 5 - Support for Student Learning: Curricular Paths and Academic Guidance

Key Concepts: * purpose of school's counseling program * students are prepared upon graduation for postsecondary education, to focus on career technical education, or to directly enter the workforce * resources and opportunities that are available for students to prepare their personal learning plans * changes in students' academic goals are accommodated * families are involved and supported in helping their students make informed decisions about academic options * programs that support students from groups traditionally underrepresented in colleges and universities

Theme 6 - Support for Student Learning: Student Support Services

Key Concepts: * early assessment and identification of students at-risk and with special needs * access to and success in the regular curriculum for students at-risk and with special needs * student success team (SST) * strategies for decreasing dropouts * extended learning activities that are used to support students at-risk and with special needs * assistance for students with disabilities in achieving their Individualized Education Plan (IEP) goals, to progress in the regular curriculum, and to be educated with non-disabled students * programs and strategies used to facilitate the acquisition of English by English learners (ELs) * comprehensive student support services for all students that promote physical, mental and social/emotional health * safe and secure learning environment * support for programs and partnerships that promote healthy student behaviors * school is free from drugs, alcohol, tobacco, crime, and violence

Theme 7 - Support for Student Learning: School Culture and Engaging the School Community

Key Concepts: * school culture that supports student success in achieving standards * support for students' growth and development * school prepares students to be lifelong learners * positive character traits, good citizenship, prevention of violence and bullying, and promotion of non-violent conflict resolution * classes grouped heterogeneously to reflect demographics of the school * students that feel a sense of connection to the school * engaging families and the community in two way communication * school helps families support student learning at home * student service to the communities and service-learning experiences * community partnerships with the school * physical environment reflects the importance of education in society